**Module Descriptor**

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| **Title** | Introduction to Physical Education | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | SPOR08037 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Health and Life Sciences** | | |
| **Module Co-ordinator** | David Meir | | |

**Summary of Module**

The aim of the module is for students to enhance their awareness and understanding of contemporary approaches to Physical Education. The module provides the opportunity for students to explore several key aspects of Physical Education. Whilst module content will be contextualised and flexible to reflect existing and emerging aspects, content is expected to focus on political influence, policy, the rationale for, and complexities of curriculum development, lifelong participation, health and wellbeing and the role of Physical Education in addressing wider social and educational objectives.

This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:

Universal:

Ethically Minded

Culturally Aware

Collaborative

Work Ready:

Knowledgeable

Effective Communicator

Ambitious

Successful:

Innovative

Resilient

Driven

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☒ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| Terms for Module Delivery | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
|---|---|---|---|---|---|---|
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| Learning Outcomes | |
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| **L1** | Analyse contemporary approaches to Physical Education. |
| **L2** | Practically demonstrate contemporary approaches to Physical Education. |
| **L3** | |
| **L4** | |
| **L5** | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Gaining a knowledge of the scope, defining features, and main areas of Physical Education policy and curriculum.<br>Gaining an awareness and understanding of some current issues in Physical Education policy and curriculum. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>Carrying out routine lines of enquiry into professional level problems and issues within Physical Education. |
| **Generic Cognitive skills** | **SCQF 8**<br>Undertaking a synthesis of ideas, concepts, information and issues that are within the common understandings in Physical Education. |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Conveying complex information to a range of audiences and for a range of purposes.<br>Using a range of standard ICT applications to process and obtain data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Managing resources within defined areas of work.<br>Practising in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.<br>Working under guidance, with others to acquire an understanding of current professional practice. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.<br>The teaching and learning approach will utilise a combination of theoretical and practical sessions. Core theoretical content will comprise of applied lectures, seminars, and practical sessions. Much of the learning will be achieved through directed independent study tasks, face to face lectures, group work and/or class discussion, applied practical sessions and creative problem solving. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Tutorial / Synchronous Support Activity | 12 |
| Laboratory / Practical Demonstration / Workshop | 24 |
| Independent Study | 164 |
| n/a | |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Core Text |

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| Stidder, G., & Hayes, S. (Eds.). (2012). Equity and Inclusion in Physical Education and Sport (2nd ed.), Routledge.<br><br>Journals<br><br>Physical Education and Sports Pedagogy<br><br>European Review of Physical Education<br><br>Sport, Education and Society |
| **(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)** |

| **Attendance and Engagement Requirements** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>100% Attendance at all module events and consistent weekly engagement with online materials. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation. |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Sport Exercise Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br><br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Sport, Exercise & Health |
| **Moderator** | Raleigh Gowrie |
| **External Examiner** | R Pepperell |

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| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 3 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Presentation – 40% |
| **Assessment 2** |
| Practical Skills Assessment – 60% |
| **Assessment 3** |
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| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Presentation | ☒ | ☐ | ☐ | ☐ | ☐ | 40 | 0.4 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral | ☐ | ☒ | ☐ | ☐ | ☐ | 60 | 0.6 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 1 hours |

**Change Control**

| **What** | **When** | **Who** |
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| A&E as per SEH. MM completed. Outcome grid text added. Compensation yes. Graded. | 19/03/2025 | Sarah Darroch |
| Change of delivery hours: On campus and increased practical activities. Change of assessment weighting: Assessment 1 now 40% instead of 50% and assessment 2 now 60% instead of 50%. | 10/03/2026 | David Meir |
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